

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

## ***U.S. Department of Education***

### **Cover Sheet**

Type of School: (Check all that apply) ☒ Elementary \_\_\_ Middle \_\_\_ High \_\_\_ K-12 \_\_\_ Charter

Name of Principal Mr. Thomas Seaton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Robert Frost Elementary School

(As it should appear in the official records)

School Mailing Address 1308 South Cypress Drive

(If address is P.O. Box, also include street address)

Mount Prospect

City

IL

State

60056-5004

Zip Code+4 (9 digits total)

County Cook State School Code Number\* 14-016-0590-04-2009

Telephone (847) 593-4378 Fax (847) 593-4365

Website/URL www.ccsd59.org/schoolweb/elementary/frost/index.html

Email Seaton.Thomas@ccsd59.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Daniel Schweers

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Consolidated School District 59 Tel. (847) 593-4300

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mrs. Barbara Somogyi

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT:

1. Number of schools in the district:
 

11	Elementary schools
	Middle schools
3	Junior high schools
	High schools
	Other
14	TOTAL
  
2. District Per Pupil Expenditure: \$5,681.00./ instructional \$10,405.00 / operational  
 Average State Per Pupil Expenditure: \$5,216.00 /instructional \$8,786.00 /operational

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

[ ]	Urban or large central city
[ X]	Suburban school with characteristics typical of an urban area
( )	Suburban
[ ]	Small city or town in a rural area
[ ]	Rural
  
4. 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	25	39	64	8			
1	32	29	61	9			
2	30	28	58	10			
3	25	33	58	11			
4	32	27	59	12			
5	34	26	60	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							360

6. Racial/ethnic composition of the students in the school:
- |                    |                                  |
|--------------------|----------------------------------|
| <u>43</u>          | % White                          |
| <u>3</u>           | % Black or African American      |
| <u>43</u>          | % Hispanic or Latino             |
| <u>11</u>          | % Asian/Pacific Islander         |
| <u>0</u>           | % American Indian/Alaskan Native |
| <b>100 % Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 19%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	38
(3)	Total of all transferred students [sum of rows (1) and (2)]	70
(4)	Total number of students in the school as of October 1	377
(5)	Total transferred students in row (3) divided by total students in row (4)	0.186
(6)	Amount in row (5) multiplied by 100	19%

8. Limited English Proficient students in the school: 49 %  
176 Total Number Limited English Proficient

Number of languages represented: 19

Specify languages

Albanian, (Kosovo/Macedon)	Cantonese	Polish	Ukrainian
Albanian, (Tosk)	Greek	Russian	Urdu
Assyrian	Japanese	Spanish	Vietnamese
Bulgarian	Mandarin	Telugu	
Cambodian	Tagalog	Turkish	

9. Students eligible for free/reduced-priced meals: 42%

Total number students who qualify: 151

10. Students receiving special education services: 10 %  
37 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>      </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>2</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>      </u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>      </u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>      </u>
Classroom teachers	<u>17</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>      </u>
Support staff	<u>3</u>	<u>      </u>
Total number	<u>36</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	11%	7%	15%	7%	8%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III – SUMMARY**

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Robert Frost Elementary School is affectionately known as a “home away from home” for its 360 students. Our mission, Teaching Today for Tomorrow, compels us to ensure that our students have the very best education possible in order to succeed in life today and into the future.

Unity through diversity is the hallmark of our school. We serve a student population that is forty-three percent Hispanic, and forty-three percent White. The remaining students are eleven percent Asian and three percent Black. Adding to our diversity is a Limited English Population that totals forty-nine percent, with forty-two percent of the overall enrollment eligible for free and/or reduced lunch. The richness of our school is found in its diversity.

The school’s demographics are reflective of the diverse community in which we are located. Situated in a suburb of Chicago, Illinois, we are just minutes from United Airlines and O’Hare Airport. Our parents’ educational levels, along with their professions, span a wide range, from grammar school education to college degreed individuals, airline employees to factory workers. Many of our families are English speaking; many are not. Many of our families own moderately priced homes; many live in apartments. Again, diversity is the common denominator at Frost.

A highly motivated, excellent staff is the key to our success. We are privileged to count two nationally board certified teachers among us. A third staff member is a recent nominee for a Disney Teaching Award that honors creativity in the classroom. In addition, four teachers are currently working on advanced degrees in education, and the principal is a doctoral candidate. Of the remaining staff, seventeen hold masters degrees.

Our guiding principle with regard to the delivery of instruction is rooted in collaboration. Grade level, instructional resource and student service teams collaborate regularly to plan a program of curricular implementation that addresses academic as well as social-emotional student needs. Relying on findings from strategically selected data for each school-wide goal, members of our school improvement goal committees progress monitor our annual goals for the year, and confer with instructional teams as we ensure program continuity and instructional delivery systems that are rooted in best practices.

Parent participation, through yearly goal setting and portfolio sharing conferences, membership in our PTO, (parent teacher organization), Tuesday Night Open LMC, (library media center family reading night), student fine arts performances, and classroom celebrations, builds important home school relationships that enhance the learning that takes place.

Robert Frost is “A Great Place to Learn!”

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

**1. Assessment Results** Robert Frost students participate in the state standardized testing program, known as the Illinois Standards Achievement Test (ISAT). The test is administered to students beginning in grade 3. The Illinois Measure of Annual Growth in English, (IMAGE), is administered to Limited English Proficient students (LEP).

ISAT performance levels are as follows: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards. Students who meet /exceed have met standards.

IMAGE performance levels are as follows: Beginning, Strengthening, Expanding, and Transitioning. Students who are expanding /transitioning have met the standards.

Performance results for Frost students indicate that all students, whether as aggregate or disaggregated groups, in reading and math, perform well above the NCLB State of Illinois adequate yearly progress (AYP) target of 47.5% meets/exceeds on (ISAT) or expanding/transitioning on (IMAGE). For all data explained below, see attached tables.

**Reading** In the area of ISAT reading, there is very little discrepancy among groups. All groups perform well above Illinois targets. With regard to examining one group over time, reading scores for the fifth grade class of 2005 increased from the first time students were tested in third grade, from 73% meets and exceeds to 86% meets and exceeds.

Regarding students who took the IMAGE over time, reading scores for the class of 2005 increased from the first time students were tested in third grade, from 56% expanding/transitioning to 100% expanding/transitioning.

**Math** ISAT Math scores for the fifth grade class of 2005 posted impressive gains from the first time students were tested in 2003. As third grade students, 85% were in the meets and exceeds category, while 98% met and exceeded in math in 2005.

IMAGE scores in math over time increased for the fifth grade class of 2005 from 70% expanding/transitioning to 75% expanding/transitioning.

**Adequate Yearly Progress Subgroups** Using the State of Illinois formula for determining subgroup progress, all subgroups posted impressive gains in reading. Several subgroups posted gains in math as well.

Discrepancies among groups, while few, arise primarily in the economically disadvantaged subgroup. A lack of proficiency in writing and vocabulary skills often hinders economically disadvantaged students' ability to solve math problems that require well-developed, written extended responses. For more assessment information, refer to [www.isbe.net/assessment](http://www.isbe.net/assessment).

**2. Using Assessment Results** Following the District 59 annual assessment calendar, all students are tested at regular intervals throughout the school year. Upon receipt of the assessment results,

grade level teams consult with instructional resource, student services and the principal in an effort to ensure that students are placed in the most appropriate program possible.

Students in grades K-2 are assessed using the Dynamic Indicators of Basic Early Literacy Skills test, (DIBELS). Results indicate students' levels of proficiency in early literacy skills. This data, along with teacher recommendation, and informal classroom assessments, form the basis for determining which students qualify for services beyond the classroom, such as instructional resource in reading, math or Title 1 services. The data also serve to provide the classroom teacher with necessary information to create appropriate instructional plans within the classroom.

Students in grades 3-5 are assessed in oral reading fluency and comprehension through the Aimsweb assessment, also administered at regular intervals throughout the year. Appropriate educational services are implemented once results have been received.

Both the DIBELS and Aimsweb are structured to provide progress monitoring, the results of which allow the staff to determine "flexible groups," in concert with the balanced literacy program of instruction. In other words, student instructional groups are never stagnant, rather they are "reorganized regularly" to meet students' needs on various skills.

In addition to DIBELS and Aimsweb, students also take the Iowa Test of Basic Skills test (ITBS) in the fall. Assessment data from ITBS informs the instructional plan for the year, as we study the correlation between ITBS performance and its predictor of student success on ISAT tests.

Results of student progress are shared with members of the building leadership team (BLT) who serve on school improvement committees (SIP committees), whose responsibility it is to monitor the school improvement plan. Goals for the school include the academic as well as the social-emotional realm, as it is our intent to meet the needs of the whole student. Implementation of the goals is adjusted if the data indicate the need.

**3. Communicating Assessment Results** Sharing student performance with our various stakeholders occurs in a number of ways. As soon as ISAT/IMAGE results are available, the principal shares the information with staff. The entire faculty, whether teaching in a grade that is tested or not, attends the meeting. Each fall the school report card for Robert Frost is posted on the District 59 website. Through this venue, all members of the community are able to examine the performance of Frost students on standardized measures. Hard copies of the school report card are also available for those who do not have access to computers in their homes.

Shortly after publishing the report card, the principal attends a meeting of the parent teacher organization (PTO) and presents details of student performance on ITBS, ISAT/IMAGE tests. Additionally, our monthly newsletter is another way to share progress with families, our board of education, superintendency team, and the schools in our district. Local newspapers, along with the District 59 newsletter, communicate student progress over the course of the year.

Students are involved in tracking performance results as they actively and regularly graph progress in classroom assessments and set goals for the year. Students share results connected to



their goals through the compilation of artifacts that are contained in their portfolio. Goal setting takes place in October; portfolio sharing takes place in early May.

Data pertinent to the school goals is posted in the building and shared with students on a regular basis. Students, faculty members and the principal also take an active role in communicating assessment results through our daily broadcast.

**4. Sharing Success** The heart of sharing with other schools takes place through the District 59 professional development program, task force and committee work. It is through these venues that best practices and results are shared among district employees. Committed to a framework of continuous improvement, the District has cultivated a “bottom up” approach that encourages colleagues to share the expertise that led to their a success in a particular area.

In addition to the above-mentioned venues, building leadership teams, (BLT) meet twice each year with the other schools in the district to share progress on building initiatives. Topics have included: interpreting data, using data to form flexible groups, progress monitoring of school goals, and the process involved when creating classroom mission statements. Each building has staff members that serve on the Core Quality team. Core Quality provides a forum for sharing successes and strategies for future success.

Our primary sharing of successes is directed to our stakeholders and the schools within the district. We publish a monthly newsletter for our families. This letter is also shared with the Board of Education, along with the other schools in the district. The monthly sharing provides a regular opportunity for us to get the good news out about our school. The District 59 website features a homepage for each school in the district. Robert Frost posts its mission, vision, school report card, and any items that capture our essence and our successes. In addition, the local media, including newspapers and local cable channels also cover stories that share the good news related to local schools.

Outside the District, we belong to the Compact for Quality and the Consortium for Educational Change, two organizations that have developed as a result of school districts coming together to share success in the area of continuous improvement. Our membership in these organizations demonstrates our commitment to a model of continuous improvement. This commitment ensures that we will continue our efforts to collaborate with other schools, sharing successes and learning from one another.

## **PART V—CURRICULUM AND INSTRUCTION**

**1. Curriculum** Robert Frost Elementary School offers a comprehensive curriculum that includes instruction in language arts, math, social science, science, health, fine arts and physical development. The curriculum of Robert Frost Elementary School is aligned to the State of Illinois Learning Standards for each grade level, originally adopted in 1985. In 1998, District 59 developed local standards for every grade. The standards set the expectations for the curricular program for a given grade level.

The standards were further synthesized to read as local grade level outcomes. These outcomes describe the skills that all students are expected to demonstrate by the end of an academic school year. With a focus on outcomes, faculty begins the school year knowing the goals that we wish to have our students reach by year's end. In this manner, instructional decision-making is tailored to enable students to reach grade level outcomes.

Robert Frost Elementary School utilizes a balanced literacy approach with regard to instruction in the area of language arts. Students begin their education at Frost focusing on early literacy skills, such phonemic awareness, initial sound and letter naming fluency and oral reading fluency. Students in the intermediate grades focus on oral reading fluency and reading comprehension. Writing and grammar are essential components to the language arts program and are infused throughout the curriculum.

The scope and sequence of the curriculum is aligned to Illinois Learning Standards and sets the course of study for a given grade. Materials are selected that are research-based and aligned to standards, thus ensuring that students are engaged in content that is designed to prepare them to experience success in all forms of learning, including a variety of assessment forms.

The math curriculum employs a balanced approach as well, as we enable students to distinguish the differences between computation and application, and blend the two concepts as is necessary. Students develop the ability to work with different areas of mathematics, such as algebraic concepts, geometry, number sense, and math vocabulary. The use of math manipulatives, small group work, integration of technology, charting and interpretation of data all contribute to student learning. Writing is also incorporated into the program, as problem solving requires the combination of a written response with various forms of computation.

Our social science curricular framework includes thematic strands as established by the National Council of Teachers of Social Science, and is aligned to the State of Illinois Learning Standards. Among the themes included in the program are the study of: culture and the elements of community and society, people, places, and the environment, global connections civic ideals and practice, science, technology, to name a few.

The program builds throughout the grades, as students learn the importance of membership in a community, historical concepts, and acceptance of and appreciation for different cultures. In subsequent grades, students expand their understanding of the social studies themes and begin to direct that understanding as it applies to their importance as a member of Robert Frost School, its community, guidelines for appropriate behavior and opportunities for leadership as students reach grades four and five.

The instructional methodologies that are utilized in social studies enable the teacher to reinforce elements from the balanced literacy program. In this way students are able to work in whole group and small group settings, benefit from instruction that is differentiated, and apply concepts through a number of leadership opportunities and avenues for self-expression, such as through participation in our daily news broadcast.

In the area of science we present a balanced, comprehensive approach to learning about the various branches of science as students study life science, physical science, earth science, and the human body. The goals of the program are aligned to state standards, thus students are engaged in a rigorous curriculum that has been designed by the district.

There is a hands-on component to the program that compliments the main themes that are found in the text. Students are involved in applying knowledge as they investigate, experiment, and explore scientific theories through classroom experiments. As a result, students experience the depth of scientific concepts, work in teams, and synthesize findings.

Our fine arts program offers the opportunity to learn about the various art forms, including, music, voice, art, drama, band, visual arts, and art history and includes performance experiences for all students. Through exposure to a variety of art forms, students' knowledge base is expanded. Performance experiences further enhance an appreciation for all facets of fine arts and strengthen home/school relationships.

Physical Development is designed to enable students to see a holistic view of the importance of personal health, exercise, making healthy life choices, teamwork and self-motivation. As students learn about a variety of athletic games, they develop an understanding of the rules and regulations of a particular sport, the importance of working as part of a team, and challenging oneself to reach one's full potential.

**2. Reading/Language Arts** In the area of language arts, our primary focus centers on the development of early literacy, oral reading fluency and reading comprehension. As we enable our students to develop the skills of reading, writing, listening and speaking, we employ a balanced literacy approach. Learning takes place through the implementation of a variety of instructional methodologies. On the primary level, the main area of skill development lies in the building of early literacy skills, such as phoneme segmentation, letter naming fluency, and oral reading fluency. Throughout our curriculum, the scope and sequence integrates grammar and writing skills along with reading competence. Concepts and skills continue to spiral over the course of the school year and throughout students' entire grammar school experience. In this way, reading, writing, speaking and listening skills develop and offer students greater challenge each year.

Our balanced literacy model was selected, first and foremost, because it is a research-based program. Studies demonstrate that a balanced approach offers students the greatest advantage with regard to students learning at their own pace. Students learn in small, guided reading groups, through large group, shared reading and through the implementation of literacy centers, designed to allow independent work in building skills in literacy.

Three essential elements that guide our instructional practices are the use of assessment data, progress monitoring, and collaboration among all teaching teams. All primary students are assessed three times annually using DIBELS—Dynamic Indicators of Basic Early Literacy Skills. In the intermediate grades, Aimsweb is the assessment tool that is used three times over the course of the year. DIBELS and Aimsweb results, along with information gained from the STAR test, teacher recommendation, ITBS, (Iowa Test of Basic Skills), ISAT, IMAGE,

ACCESS and CogAt provide the necessary information to assist faculty in the creation of flexible instructional groups.

The process of placing students appropriately involves gathering input from each grade level team along with the instructional resource team, student services team and the principal. Each student's assessment data is analyzed, thus forming initial groups for those who require additional interventions beyond the classroom. For those students who are working on level, assessment data lays the foundation for flexible groups within the classroom. These groups change based as students reach proficiency with skills in a given area.

Through a balanced approach to literacy we strive to reach all students, using a variety of instructional strategies, grouping configurations, periodic assessments, progress monitoring tools, and continual collegial dialogue.

**3. Math** As in all curricular areas at Frost, our mission, "Teaching Today for Tomorrow," compels us to lay the foundation of a skill set that will ensure the student's success in life, and encourage lifelong learning. The math program at Frost is designed to present a balanced approach that combines computation, the use of numbers and operations, with skills for application, such as evaluation, analysis and synthesis.

Students are involved in applying concepts learned as they solve problems. Our program enables students to become skilled in developing and using math vocabulary, deciding which area of math to use in a given situation, combining several areas of math, and making connections to real life situations. Literacy skills are also an integral part of the math program, as the application of concepts often needs to be explained in written form. Math instruction involves literacy instruction, as the two disciplines are intertwined.

Strategies for learning include the use of graphs, math manipulatives, integration of technology, and problem solving that includes computation and application.

**4. Instructional Methods** The use of data analysis and its connection to instructional decision-making informs our instructional methodologies. We are aware that "one size does not fit all," which compels us to remain flexible with regard to implementation of instructional models. This flexibility is strengthened through regular collegial dialogue, the result of our commitment to progress monitoring of students, through a variety of standardized and non-standardized forms of assessment. As we monitor student progress, we tailor instruction to meet students' needs.

The use of best practices, most especially in the area of differentiated instruction and engaged learning, provides the maximum opportunity for students to realize success at Frost. For example, after careful review of assessment data, teaching teams decide which students require additional support beyond the classroom. These services can be found in the form of remedial assistance from our instructional resource team or Title 1. Students whose assessment data indicate advanced abilities are recommended to participate in classes offered through the talent development program. These forms of instruction beyond the classroom take place during a period of the day known as small group work time.

We use strategies that are designed to accommodate the various learning styles and academic needs of our students. For example, engaged learning is a widely used strategy at Frost. Lessons that involve real life components occur regularly in all grades. Whether students are involved in the Medieval Faire, a mock trial, creating power point presentations, making simple machines or serving as peer editors and tutors, students are making connections to their learning through practice.

Classrooms are “learning labs,” in that they are alive with students actively involved in learning activities. Small and large group sharing, science experiments, role-play, and students charting their progress after assessments, are regular occurrences at Frost. In addition, engagement in literacy centers and independent work on Accelerated Reader compliment classroom activities. Opportunities for re-teaching also occur as we ensure that students are mastering concepts and skills through continuity of instructional delivery models.

**5. Professional Development** Throughout the school year there are six half-day inservice opportunities for staff. For the past three years, the main focus of the local and district-wide staff development program has been the implementation of a balanced literacy program. Three days each year are devoted exclusively to learning about strategies for implementing balanced literacy instruction.

A variety of related topics have included: teaching strategies for English Language Learners (ELL), and using data analysis for instructional decision-making. In addition, creating a school mission and beginning a school-wide discipline program complete the staff development program to date. Topics are selected and aligned to the aims and goals of the district, the mission and vision of the school, and the goals of the School Improvement Plan.

On a district level, staff members may avail themselves of U59. Through this unique program, classes are offered after school to District 59 employees and fulfill professional development requirements for State of Illinois educators. For the most part, District 59 employees plan and teach the classes based on expertise in a given area, such as content, assessment, continuous improvement or pedagogy. Occasionally, teachers from outside the district teach in U59.

Since the staff began to implement the balanced literacy program, focusing on analyzing data and making instructional decisions accordingly, we have seen a tremendous difference in student performance. This is especially true among students in our sub-groups. Substantial and sustained growth over the last three years has been evident in our Hispanic, Economically Disadvantaged, and Limited English Proficient students, suggesting that the link between performance data, flexible models of instruction and balanced literacy have yielded substantial growth for our students.

In addition, faculty members have become more versed in understanding the nuances involved when interpreting assessment data and how that information can be used to inform instructional decisions. Collegial dialogue revolves around aligning performance results, scope and sequence and student groupings. Operating within a framework of continuous improvement and strategic planning has enabled the staff at Frost to select goals for improvement, align interventions and celebrate results.

## **PART VII—ASSESSMENT RESULTS**

### **Robert Frost Elementary School** **ISAT Results—Grade 3 Reading**

	<b><u>2004-2005</u></b>	<b><u>2003-2004</u></b>	<b><u>2002-2003</u></b>
Grade 3—Reading—All			
% At /Above State Standards	71	76	73
% Exceeding State Standards	34	27	29
% of Students Tested	100	99	100
Subgroups--Reading			
Economically Disadvantaged			
% At/Above State Standards	56	IMAGE*	IMAGE*
% Exceeding State Standards	22	IMAGE*	IMAGE*
Hispanic			
% At/Above State Standards	DNA**	DNA**	DNA**
% Exceeding State Standards	DNA**	DNA**	DNA**
White			
% At/Above State Standards	67	81	75
% Exceeding State Standards	33	33	32

\* In 2002-2003 and 2003-2004, students in the economically disadvantaged subgroup took IMAGE, as was appropriate for them. This changed in 2004-2005.

\*\* In 2002-2003, 2003-2004, and 2004-2005, Hispanic students in grades 3-5 did not constitute a subgroup for ISAT.

**Robert Frost Elementary School**  
**ISAT Results—Grade 5 Reading**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Grade 5—Reading--All			
% At/Above State Standards	86	86	74
% Exceeding State Standards	33	42	44
% of Students Tested	100	99	100
Subgroups-Reading			
Economically Disadvantaged			
% At/Above State Standards	91	90	63
% Exceeding State Standards	27	40	38
Hispanic			
% At/Above State Standards	80	DNA*	DNA*
% Exceeding State Standards	20	DNA*	DNA*
White			
% At/Above State Standards	87	88	81
% Exceeding State Standards	30	40	54

\* In 2002-2003 and 2003-2004, Hispanic students in grades 3-5 did not constitute a subgroup for ISAT.

**Robert Frost Elementary School**  
**ISAT Results—Grade 3 Math**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Grade 3 Math--All			
% At/Above State Standards	76	95	85
% Exceeding State Standards	33	47	50
% of Students Tested	100	99	100
Subgroups-Math			
Economically Disadvantaged			
% At/Above State Standards	61	DNA*	DNA*
% Exceeding State Standards	17	DNA*	DNA*
Hispanic			
% At/Above State Standards	DNA**	DNA**	DNA**
% Exceeding State Standards	DNA**	DNA**	DNA**
White			
% At/Above State Standards	78	96	89
% Exceeding State Standards	37	44	61

\* In 2002-2003 and 2003-2004, Economically Disadvantaged students in grades 3-5 did not constitute a subgroup for ISAT.

\*\* In 2002-2003, 2003-2004, and 2004-2005 Hispanic students did not constitute in grades 3-5 did not constitute a subgroup for ISAT.



**Robert Frost Elementary School**  
**ISAT Results—Grade 5 Math**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Grade 5 Math--All			
% At/Above State Standards	98	95	91
% Exceeding State Standards	24	28	24
% of Students Tested	100	99	100
Subgroups-Math			
Economically Disadvantaged			
% At/Above State Standards	100	90	94
% Exceeding State Standards	18	30	6
Hispanic			
% At/Above State Standards	100	DNA*	DNA*
% Exceeding State Standards	10	DNA*	DNA*
White			
% At/Above State Standards	100	92	89
% Exceeding State Standards	27	24	31

\*In 2002-2003 and 2003-2004 Hispanic students in grades 3-5 did not constitute a subgroup for ISAT.

**Robert Frost Elementary School  
IMAGE Results—Grade 3 Reading**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Grade 3-Reading			
All			
% At/Above State Standards	80	35	56
% Transitioning	13	0	19
Hispanic			
% At/Above State Standards	75	31	47
% Transitioning	5	0	16
Economically Disadvantaged			
% At/Above State Standards	77	29	48
% Transitioning	5	0	14

**IMAGE Results—Grade 5 Reading**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Grade 5-Reading			
All			
% At/Above State Standards	100	72	44
% Transitioning	50	39	6
Hispanic			
% At/Above State Standards	100	62	DNA*
% Transitioning	42	15	DNA*
Economically Disadvantaged			
% At/Above State Standards	100	67	DNA*
% Transitioning	47	25	DNA*

\*In 2002-2003, Hispanic and Economically Disadvantaged students did not constitute a subgroup for IMAGE.

**Robert Frost Elementary School  
IMAGE Results-Grade 3 Math**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Grade 3-Math			
All			
% At/Above State Standards	65	70	70
% Transitioning	7	15	19
Hispanic			
% At/Above State Standards	57	63	58
% Transitioning	0	13	11
Economically Disadvantaged			
% At/Above State Standards	55	65	62
% Transitioning	0	12	10

**IMAGE Results-Grade 5 Math**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Grade 5-Math			
All			
% At/Above State Standards	75	74	59
% Transitioning	0	5	6
Hispanic			
% At/Above State Standards	71	64	DNA*
% Transitioning	0	0	DNA*
Economically Disadvantaged			
% At/Above State Standards	71	69	40
% Transitioning	0	0	0

\*In 2003-2003 Hispanic students did not constitute a subgroup for IMAGE.

**Robert Frost Elementary School**  
**Adequate Yearly Progress Subgroup Scores 2002-2005**  
**Reading**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
<b>Subgroups-Reading</b>			
<b>All</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>83</b>	<b>74</b>	<b>67</b>
<b>Economically Disadvantaged</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>80</b>	<b>61</b>	<b>52</b>
<b>Hispanic</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>84</b>	<b>56</b>	<b>48</b>
<b>Limited English Proficient</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>85</b>	<b>60</b>	<b>51</b>
<b>White</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>80</b>	<b>86</b>	<b>75</b>

**Robert Frost Elementary School**  
**Adequate Yearly Progress—Subgroups 2002-2005**

**Math**

	2004-2005	2003-2004	2002-2003
<b>Subgroups-Math</b>			
<b>All</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>81</b>	<b>88</b>	<b>82</b>
<b>Economically Disadvantaged</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>68</b>	<b>73</b>	<b>70</b>
<b>Hispanic</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>74</b>	<b>74</b>	<b>64</b>
<b>Limited English Proficient</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>74</b>	<b>74</b>	<b>72</b>
<b>White</b>			
<b>% of Students Tested</b>	<b>100</b>	<b>99</b>	<b>100</b>
<b>% State Target</b>	<b>48</b>	<b>40</b>	<b>40</b>
<b>% Meeting/Exceeding</b>	<b>83</b>	<b>95</b>	<b>89</b>